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ABSTRACT

Teachers have tried many "keys," some missed or ineffective, and should continue to search for effective keys to open the doors of reading for their students. Results of recent student testing programs indicate that student knowledge is on the decline, suggesting in turn that reading is a declining art. Television may be a major culprit; recent studies show that watching television may reduce the natural cognitive processes to the level of dream imagery and fantasy. Among teacher-used keys that may discourage students from reading are visual aids similar in format to television, prepackaged materials that are irrelevant to individuals' needs, programmed materials used to the exclusion of interesting reading materials, and language tapes that may cause listening confusion. Teachers should use more student/teacher-created materials, developed after assessment of students' needs. In selecting keys that unlock learning, teachers should be sure that such keys are student-centered, allow for skill practice in a meaningful context, and provide for student interests. Teachers should learn their students' needs, guide them in the use of study methods, and motivate them to read. Primarily, they should build a program based on guided free reading and should stimulate creative responses to reading. (GW)

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THEME OF CONFERENCE: A GRAND RESTORATION OF READING FOR THE GOOD TIMES IN LIFE

TITLE OF TALK: THERE WAS A DOOR TO WHICH I FOUND NO KEY.

When Omar Khayyam spoke the words that I have borrowed as the title to my remarks, "There Was a Door to Which I Found no Key", he was searching for a key to unlock the meaning of some of life's nagging problems. And somehow I see a great profession, indeed a great procession of professionals engaged in inherantly the same task, searching for the key to fit the doors of our educational dilemmas. You may remember Alice of Wonderland, in her plunge down the rabbit hole. The first thing that she found was a golden key, and before her was a series of doors within a wall, and on the other side of the wall could be seen a beautiful garden. But alas; the key was either too small or the locks too large; the garden beyond the wall remained unreached. But at last, at the far end of the wall was a tiny door, and to Alice's delight, the key turned in it's lock. But now the problem was to get through the 15 inch high entrance. To make a very long episode short, Alice tried a variety of expedients to shrink to the appropriate size. She drank from an interesting bottle, but it shrunk her too much; a little glass box produced a piece of cake which stretched her out so that she could no longer see her feet. And thus for a long time the joys on the other side of the wall eluded her grasp, as poor Alice tried first one size and then another, never quite meeting the standards for entry through that tiny door.

And like Alice, we have tried a great many things to open some of

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the difficult doors that have shut a portion of our students out of the garden of learning and reading in particular. We pay homage to the wizards from the society of publishers and gadget makers, who reverse Omar Khyyam's lines to say, in effect, "we have made you all sorts of keys, certainly they must fit at least some of the doors of your educational paradox". So we order the latest teaching machines, spelling and reading laboratories, literature samplers, and study skills kits. We have acquired the finest working models for our experiments, purchased expensive sound and video equipment, films, and all the rest of a great range of available educational materials. We have instituted creeping and crawling, done the balance beam and angels-in-the-snow, tried medications, copied copiously from samples of geometric designs. And so many times we have found that the miracle of our individual differences is not amenable to any presently known orderly progression of an unlocking process, but still remain in the category of uncertainty and scientific frustration.

And so today I'm going to talk about doors and keys, and that phrase in the theme of this conference: "A grand restoration of reading." The word "doors" has a negative connotation. Doors are not made to let one pass easily at any given point; doors are meant to shut one out. We have named some of the doors or barracades to learning to read as if by naming we could unlock them or make them go away. An early discovered door, for example, was the phonetic relationship between reading and language, and the key of phonics was invented, with a new key added in the last twenty years for the same door, called the linguistic

or spelling patterns approach. We have named other, more complex doors dyslexia, strephosymbolia, and lately, a door of doors, called learning disabilities. And the more the doors that we name, so also the more the keys that must be created, and sometimes they have unlocked the door to reading and sometimes they have not.

To complete our definition of terms, we still have the phrase, "A grand restoration of reading." This phrase infers a flat statement: that the act of reading for good times has seen much better days, for we are to suggest how to rejuvinate reading to its former condition.

If we accept the fact that one of the major ways of gaining knowledge is through reading, then we can argue that reading is a declining art, for according to the update of the National Assessment of Educational Progress in 1972 and 1973, knowledge among our school age youth is declining in the United States rather than increasing. Based on 3½ million school-age students represented by the groups tested, the results show that:

* Approximately 65,000 fewer 9 year olds nationally could answer a typical science question correctly in 1973 than they could in 1970.
* Approximately 70,000 fewer 13 year olds could respond acceptably to a typical science question in 1972 than in 1969.
* Approximately 80,000 fewer 17 year olds could answer the survey questions correctly in 1973 than in 1969.

While these declines quoted are from science knowledge, J. Stanley Ahmann, the Project's director, states that other content areas

indicate the same general decline. For example, the Bulletin for January 1973 is headed "Assessment shows Literary Comprehension Limited". The Bulletin for February 1974 states that there is great inadequacy in teaching about our political processes, when only 20 to 60 percent of the sampled population indicate an awareness of even rudimentary political knowledge. For example, nearly one out of every five school students did not know that the Constitution contained anything about civil rights; only half the nation's 17 year olds had an idea about the separation of church and state; only 17 percent of the nations 13 year olds, 49 per cent of the 17 year olds and 60 per cent of young adults knew that presidential candidates were nominated at national conventions.

If reading, and reading for pleasure in particular is not what it once was, there has to be a cause, or more likely, causes. Do you suppose for the moment that we might agree on a cause celebre if only that we might procede? I would name a major culpret to be T.V. In a recent study of school achievement which showed disappointing results in Florida, the state teachers union blamed results on TV viewing as the first cause, as would also Jerry Mander, whose case against television is presently being published by William Morrow and Company.[1] Mander cites the types of statistics with which you are at least generally familiar, for example, that the average American watches T.V. four hours a day, or half or his or her waking hours not spent at work or school. But what the process does to the viewer is more important than these bare figures indicate. To begin with, there are hundreds of studies to show that eye

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[1]Jerry Mander, "T.V.'s Capture of the Mind" Mother Jones, (January, 1978), 51-61.

movements and thinking are directly connected. To think while viewing a scene or happening requires visual activity, including both the movement of the eye-ball and the focusing or accommodation mechanism that adjusts for depth-of-field change. General mental alertness is also required. On the contrary, corrollary studies show that when the eyes are not moving, thinking is diminished. Yet when we watch television, our bodies are in a quieter condition over a longer period of time than in any other of life's non-sleeping experiences. This is especially true of the eyes, which move less while watching television than in any other of our daily activities, including sleep. Even in normal dreaming, eye-focus changes and the eyeball moves. Not so in TV watching, which physiologically holds the viewer in a condition akin to unconscious staring. Psychologists Merrelywand Fred Emery of the Australian National University at Canberra have collected evidence that the human brain, once it forms the habit of receiving repetitive visual stimuli without eye movement interaction, virtually quits processing the information that goes in. Therefore, when the TV comes on, the brain reacts to the media and not to the message, and brain waves immediately slow down to a near-unconscious state. This is particularly true of the left-hemispheric activity which is the reasoning and integrative portion of our brain. The right half of the brain which deals with dream images, fantasy, and intuition, continues to receive the television images, shunting them directly into the memory banks without the normal left hemispheric processes of conscious analysis. According to Dr. Luria, writing on the psychophysiology of the frontal lobes, "no organized thought is possible in these phasic states, as selective associations are replaced by non-selective association, deprived of their purposeful character".

Such an habitual warping of the natural cognitive processes to the level of dream imagery and fantasy will most certainly effect reading for pleasure. First, because reading requires an active role, the joy of reading will be rejected by many for the passive, somnambulant state of TV watching; and secondly, the habitual conditioned response by the brain to the media of TV could, it would seem to me, result in the same cognitive rejection of written symbols at the conscious level, leaving bits and pieces to distort behavior in the subjective, unconscious realms of the mind. Further, critical analysis of the TV message is virtually impossible. To ask students to make a critical analysis of a TV program after a sustained visual exposure without built-in activities through which they may respond will certainly be less than satisfactory. One thing we do know from the National Assessment of Educational Progress is that the ability to read critically is the poorest of all reading skills for the American reader at all age levels. Now if only a half or even a third of what these researchers say is true about TV watching and brain activity, we have indeed let this proverbial camel of TV too far into our educational tent. If the brain indeed conditions itself against the TV message because of the viewer's bodily state signaling that no conscious thought processes are to be involved, what about many of the visual aids which are so much like the TV format? Whatever the answer is to that question, I do think this: that we have not researched the psychological and physiological aspects of many of these training aids nearly to the depth that they should be. One hint at least seems to be in order: that when these aids are used without constantly requiring active participation on the part of the viewer, the mind set will likely revert to the unconscious apprehension of the subjective,

distorting and only half learning what is intended by the message. Some T.V. shows, as a matter of fact, perhaps in order to bring their message to the conscious level, have required viewer participation on an active level. For example, such a show was a program on driver safety, during which time the viewer reacted to each sequence of pictured driver traffic envolvement by recording his responses to questions asked regarding the driver skill being illustrated.

Now let's turn our attention to keys and doors, letting T.V. stand as illustrative of all those characteristics of our society that wean our youth away from a desire to read.

An easy key to try when we find the door to reading closed or closing on a pupil is to use first one and then another of the Pre-packaged materials from our stockpile of Teaching Aids. Now a thoughtful selection from a variety of materials after a careful diagnostic matching is the role of the wise teacher. But it is so very tempting to recommend a book or suggest an answer to a reading difficulty because it worked for another student or because the teacher down the hall found it to be successful. So Johnnie is assigned to a kit and Mary to a gadget and Henry and Sam and Sue read the next episode in the basal reader. Everyone is individualized and the only thin line that holds them all together as a community of learners are the four walls and a teacher. In a classroom that has learned to be a community of cooperating learners, such a series of assignments will have relevance, and learning will take place. When they are assigned as the last resort without context or reason or on a materials-centered rather than a student-centered point of view, these erstwhile keys become doors,

shutting as many kids out of a meaningful learning environment as they let in. The other day the Wisconsin neice of my long-time partner at our reading clinic asked her Aunt if the schools in South Carolina had learning centers in them. Aunt said "yes," and neice said vehemently "I hate them. You have to do an exercise in this center and then you go to the next and do an exercise, and then you have to go to the next center. Why can't they ever just let us read a book?" While neice, who is an excellent reader, does not represent all children, and perhaps not even a majority, how many kids, I wonder, who need little more than practice to be good readers are still caught in the circle of doing what is for them busy work from materials that are in no way related to their measured needs or interests? While I am talking about diagnostic prescriptive selection, and not the elimination of educational helps in general, Marva Collins, who operates a one room school in Chicago, would recommend the elimination of specialized equipment and materials. In Time magazine, December 1977, Collins is quoted "all you need to teach is a blackboard, books, and a pair of legs that will last through the day. If you gave me $20,000 worth of audiovisual equipment, I'd leave it out on the sidewalk." But for the teacher who thinks that materials know more than she does, they probably would better be left outside. In our theme, "a grand restoration of reading," I can't think of anything that will turn a good reader off more quickly than to be required to work through a series of skills exercises in which he already has knowledge and ability. Even for the not so good reader approaching his teens, I can also believe that a too constant diet of skills-drills programmed materials will turn him off for good. I think it vitally important that he be allowed and even encouraged to read in

materials he would find of interest even though it is above his measured reading level on the Informal Reading Inventory. In this I agree with Spache who has argued against the 99 percent word recognition level for independent reading, especially for the older student. Daniel Fader certainly agrees with this concept also in his Hooked on Books.

I can illustrate from my own experience this tendency to think that because a variety of materials are available they must be also useful keys to our immediate purposes. In 1971 the Indian Government was interested in setting up reading programs for its administrators, and I had the task of training the teachers for this indeavor at the Indian Institute of Administration at New Delhi. I took with me several voice tape programs with their related paper materials and a dozen cassette tape players to be used as modular study materials for individual work outside class. The expense for these training units was considerable, I might add, the tapes seemed like a wonderful idea, for the official language of the Central Indian Government is English, and most of the graduate students I was to teach spoke English like native Englishmen, except for some small differences in dialectical sound patterns that seemed to run words together, at least to my hearing. So what happened? The taped programs were useless. The students could not follow the voices on the tape, although, as I said, the dialectical differences seemed minimal. I've thought about that experience many times since, and I'll venture some guesses as to why the taped programs didn't work. Taped language is not real speech - it is only a symbolic representation of someone's voice from another place at another time, just like a photograph is not a real person, but is an agreed upon symbolic representation. Also, communication by language is made up of

much more than sound. The gestures of the speaker, his smiles, frowns, and all the non-verbal patterns that make up speech are absent on voice tape. Further, American idiomatic expressions are somewhat different than the common British idiom. Also, American education has a jargon all its own - rather difficult to follow even by another American not tutored in the language of educational jargonese. Thus it was, that with no common gestures to interpret them, the tapes became unintelligible once the listener fell behind the speaker's flow of language. In a face-to-face language situation, the same flow of language could have been understood, for the speaker would have noted his audience's confusion and slowed down or said the same thing in a different way. Further, his non-verbal actions would have given meaning to words or idioms not fully understood.

Now let's think for a minute of your use of that very specific key - the tape cassette. Language tapes are very popular as you well know, being used in many reading programs with "read along" books and the like. Have you ever wondered if your student listeners could really understand the language of the tapes? After all, your listeners are probably far less sophisticated than were my graduate students in India. Research, as you probably know, has finally decided that dialectial differences within our classrooms are not detrimental to learning to read. While this may very well be true and my own observations tend to support this idea, I will still contend that where canned language instruction or readings are envolved by tapes or records, dialectical differences may cause enough listening confusion that the taped message will be largely rejected.

Another key that is simply the other side of the over-use of commercial

materials is the under-use of student-teacher created materials. This is a key that we should use more often. As an illustration, the language-experience approach is built on the idea of student envolvement in what he is learning. But we have made commercial materials so universally available, students are given little opportunity to be creative or enter into the teaching learning task except in a relatively passive way. An illustration that comes to mind is not directly related to classroom learning but it does illustrate, I think, the need for a learner to enter into the full process, not just the giving of little unimportant answers in the learning sequence. Some years ago a minister friend of mine told me the following story from his experiences as a pastor in a rural West Virginia church. He had a small daughter who became very interested in making things like little dolls and whatever else a child might imagine to make out of pieces of wood she gathered from about the premises. The father felt very badly about the fact his daughter had no proper toys, and noting her interest in creating things from raw materials, he spent his last dollar to buy her a set of Lincoln logs. And a funny thing happened: Carolyn never again went hunting around looking for odd sticks to make things; neither did she ever once play with the Lincoln logs. Her father had spoiled her play, in fact. What, after all, was the sense of searching for building materials when they had now been made available to her; but also, where was the fun of playing with something as uninteresting and non-creative as a Lincoln log? Something in such an order may have been the thought of young Carolyn. And if teachers don't spoil the fun of the quest in learning, parents do. Just a few days ago my young daughter told me that she had to make a model of Solomon's temple for school. While I

privately wondered about the assignment, I still discussed with her the pros and cons of a variety of ways of doing it. Then she gave me this bit of information: "Charlie's father is building the temple for Charlie. Charlie's father you see is an architect." And I think of all the neat bulletin boards and stuff shown at science fairs and I wonder if Charlie, Charlie's father, or maybe even Charlie's teacher didn't make the most of them, and maybe for a poorly designed assignments, Parents maybe ought to get their kids off the hook by doing it for them. But I contend that assignments needn't be purposeless, but can be fun as well as instructive.

My preceding remarks and illustrations have indicated that **keys that unlock learning are a part of a structure and organization that develops** within the atmosphere of a teacher-student dialogue, and after the student needs have been assessed. Piaget has said that "teaching means creating situations where structures can be discovered; it does not mean transmitting structures which may be assimilated at nothing other than a verbal level." Too often, I have suggested, we transmit the structure rather than creating possibilities for the pupil to invent and discover. In 1966, the Association for Supervision and Curriculum Development of the NEA produced the publication, Learning and Mental Health in School. In it the authors discussed implications of a cognitive field theory that underscore the concept of Piaget. To quote them, "the primary function of the teacher is to help the students to discover problems that demand their personal attention. Giving students answers to problems they do not have short-circuits the whole process of learning by making exploration and reality testing by the students unnecessary and the problem unimportant."

What criteria should be considered in the selection of keys to a

structure for learning? First of all, as we have suggested, it should be student-centered. Also, a project or structure that becomes a key for learning should be capable of engendering opportunity to practice in a meaningful setting all the sub-skills that are required for completion of the project or problem. Once the educational pump is primed, the learning processes should be self-regenerating by the nature of the learning activities. This self-actuating process should be in the model of a spiral. That is, growth in the language stemming from the project produces a larger stock of words recognized in writing which produces greater comprehension ability which creates a greater background for critical evaluation. But this spiral of learning is not a thin line; it accumulates breadth and depth, with each of the skills interacting with the others, giving words, comprehension, and critical evaluation the context of language in use, rather than the barren context of a few miscellaneous words strung together.

A real key in developing a grand restoration of reading is the acceptance of the fact that the student really wants to know, that he is curious, and that he has built-in needs that he can learn to satisfy through honest materials that we can help him discover. Books and materials dealing with the prime motivators of love and affection, belonging, approval, independence, adequacy, prestige, the love of adventure, curiosity, and the thrill of discovery are all tied in to the reader's search to satisfy the developmental tasks of growing up, of meeting the expectancies of his society, and explaining the mysteries of his own maturation and development. Insightful guidance will accept these as the true source of motivation

for the average student.

But, of course, the "average" person never really exists. While there is, probably, a central core of interests which may match in part the motivations of a particular instructional group, the individual represents a unique core of interests specific to him alone. Getzels[2] describes this core as a "style of life" which determines in large measure what a person will see and hear, remember and forget, think and say, and what he will do gladly and under duress. Reading selected must operate as either a source of information to this "style of life" so the individual may better meet life's developmental tasks, or it must act as a vicarious substitution for the real world which he cannot fully know or sense otherwise. Bernstein,[3] in a study using equivalent materials in readability with teen-agers, found that content emphasizing teen-age problems and doings was read much more quickly with greater comprehension than materials dealing with impersonal situations. Further, the lower the reading ability, the greater the interest needed in the subject.

But this key of guidance in reading selection is perhaps more complicated than meets the eye. Vague need identification with little guidance in selecting materials to meet these needs does not, unfortunately, result in goal satisfaction. A study by Bertha Handlan[4] indicates that simply

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[2]Jacob W. Getzels. The Nature of Reading Interest-Psychological Aspects," in Developing Permanent Interests in Reading, Supplementary Educational Monographs, No. 84, 1956, 5-9.

[3]Margery R. Bernstein, "Relationship between Interest and Reading Comprehension", unpublished doctoral project, Teachers College, Columbia University, 1953.

[4]Bertha Hanlan, "The Fallacy of Free Reading as an Approach to Reading," in The English Journal, 35, (April, 1946), pp. 182-188.

encouraging students to read widely without guidance results in reading of a purposeless, aimless sort, with little goal-satisfaction accomplished and few needs met. A study by Leavell and Wilson[5] divided two hundred and ninety tenth grade students into six instructional groups for reading, with a different instructional method used for each group. Of the variety of methods used, the guided free reading program, including results from an interest inventory and individual and group conferences on book selection fostered not only growth in individual initiative and interest but met the need for growth in skills.

What kind of keys can we use to find out enough about students to know how to direct them to enriched experiences that are truely meaningful and real? Sadly enough for education, the log with the tutor sitting on one end and the tutored on the other has gone out of fashion. Yet this is still, I suspect, the best way there is to learn about a student. And perhaps we can still find enough time in a day for that person who is in our class for whom this knowing will do the most good.

Then of course there are the questionnaires, interviews, and observations that can be made. One problem with these is that they are too often never used after the data have been collected.

The next question that arises after we have learned, by some means, about our student is "what methods and materials can best be used to create a motivated reader?" A first problem that stands in the way of many potential readers is the fact that they have never mastered either all of the basic skills or the advanced developmental skills that are necessary to wide, continuous reading. These problems are best corrected directly through

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[5]G. W. Leavell and G. E. Wilson, "Guided Free Reading Versus Other Methods in High School English," in Peabody Journal of Education, March, 1956, pp. 272-280.

careful, analytic diagnosis and specific teaching. Even here, however, work need not be dull and purposeless, consisting of such remarkable tasks as "work through the next ten pages and copy down all the main idea lines or topic sentences," or "see if you can read this at ten thousand words a minute." Indeed, genuine purposes may be found for even the most mundane learning, and the developmental skills of vocabulary building, purposeful searching with the skills of skimming and scanning, and the art of creative reading can actually be exciting to the student. Over-verbalization and lecture can indeed fill the student with words, words, words and leave him with little more know-how than when he came. At least 75 or 80 percent of time spent in skills-building should be given to the actual process of doing it, not hearing about how to do it. The more varied the illustrative materials and the more concrete and sensual and the less abstract they can be made, the better. By sensual I mean the coming to grips with the task itself, touching, feeling, and visualizing it through our own creation. For example, we talk about the Survey Q3R Method, the PQRST, and other like techniques. But how much time do we actually give in guiding our students in the practice of these techniques? Studies have indicated that while students can verbalize very nicely about some of these study methods, very few of them actually use them because they have never actually tried to do so.

I still have in my possession a variety of term papers that were made generally available to members of an education course when I was a graduate student at Cornell. The following suggestions for recruiting motivation to the aid of reading at the college level are taken from a paper written by G. C. Matzner,[6] a member of the class. Mr. Matzner suggested that

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[6]G. C. Matzner, "The Development of Reading Interests," Unpublished seminar paper, Cornell University, 1951.

optional assignments might be made in other sources, preferably lighter reading then that of the traditional text, for the purpose of developing in the student an understanding that not all reading on a given topic is as laborious as is reading the text on the subject. Because much reading is done for pleasure, students should come to understand that reading on even rather difficult topics can be fun. Further, Mr. Matzner suggested that an instructor may, from time to time, take an entire class period to give the class some of the flavor of reading which was not specifically assigned. To encourage students to reach out on their own, according to Matzner, it might be advisable to make it possible for students to bring some of their findings into a class discussion. Too many instructors do not show an interest in anything which does not fit into the lecture as they have planned it, and the result is apt to be the taking away of any real incentive from the student. A final suggestion from Matzner is that the instructor may arrange conferences with students on their outside reading rather than requiring written work. Through such student conferences, the alert teacher could do much in directing the student's thinking on significant features of his reading, stimulating his further interests in that reading.

When I was in college, my English literature teacher was to me the epitomy of a teacher who truely motivated his students. A native of England and a graduate of Oxford, he made the works of the English essayists and poets a part of the reminiscences of his own experiences with simplicity and charm that brought Blakes's London back to life once again, and made Boswell's England a familiar haunt once more. I don't remember being required to memorize many lines or to remember how old Hamlet was, or even to explain the writer's methods or techniques, but I do remember England

and her writers as they somehow were a real part of this teacher. Literature was life to him and he made it a way of life to us; it was the here and now. He made literature a part of our own experience by allowing us to join with him in a vicarious emotion which was a part of himself.

As has been indicated, a guided free reading program, whether it is a part of a reading department as such or a part of a content area, creates the most positive growth toward permanent reading interests. Here the role of the librarian is of major importance. His role as the purchaser and keeper of the books has long since passed its usefulness. The contemporary librarian sees his role as a master teacher and bibliotherapy specialist. Every reading clinic and person associated with assignments of reading should be alert to encourage maximum professional service from their school or department libraries.

A program built on the idea of guided free reading system, that incorporates instruction in the skills of reading as a part of its purpose, should not only offer this "right help" but offer it at the right time. One of the major problems that haunts many reading services is being able to so schedule time that the student may obtain help when he feels the need for it. Only then can the best work be done for the student. Large waiting lists and programs offered only at certain times help to kill the very motivation from which any success must originate, and I am sure many students die academically while waiting to be seen.

Perhaps the greatest step that we can finally make toward a grand restoration in reading is to become ourselves truly creative teachers. If we teach reading only that we may have returned to us canned ideas, warmed-over thoughts, and secondhand points of view, then we are fashioning students

who are little different from a garbage can - it takes all you give it, keeps its lid shut, and doesn't put out until the garbage collector, its final examination, comes along to collect its contents. But the reader's mind and heart are capable of being fashioned into the most lively of creative instruments, fabricating from the raw materials of books the newer products of his own inventiveness and creativity. All of life works after this fashion - growth and change are assumed as products of assimilation. The results of reading should also be a continuous process, not a state of being.

But the whole concept of creativity is that it is a way of behavior, not a static state of being. Creativity must be a part of the whole reading process, helping to set purpose for a reading selection, continuing the process of goal-seeking during the reading, and acting as an intergrating and inventive force after the reading is completed. It helps not only to answer the question of "how can this help me," but it pushes the concept even further by asking the question, "how can I take what I have learned to help somebody else?"

Conclusion

In the last hour we've looked at a few doors and keys to our student's educational experiences. Something never said but surely implied throughout these remarks is that it's really the teacher who uses the key who makes the difference in getting to the other side of the wall. Whenever you think that your role is second place to the machine and the program, don't believe it for a moment. Keys don't unlock doors, people do. And with the right amount of care in selection and just the right amount of leverage, almost any pupil will find himself within the garden beyond the wall, enjoying the good times in life with just the right book.